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ABSTRACT

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CAREER AND VOCATIONAL DEVELOPMENT OF BILINGUAL STUDENTS

written by

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- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
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FOREWORD

The Educational Resources Information Center on Adult, Career, and Vocational Education (ERIC/ACVE) and The Educational Resources Information Center on Rural Education and Small Schools (ERIC/CRESS) are two of the sixteen clearinghouses in a nationwide information system that is funded by the National Institute of Education. One of the functions of these clearinghouses is to interpret the literature that is entered in the ERIC data base in these fields. This paper should be of particular interest to teacher educators, counselor educators, researchers and curriculum developers working in the area of bilingual education.

The profession is indebted to Edwin Rios and William Hansen for their scholarship in the preparation of this paper. Recognition also is due Muriel Saville-Troike, Georgetown University; Aurea Rodriguez, Northeast Center for Curriculum Development in New York City; Ernest Perez, Texas State Education Agency; and Carol Minugh, The National Center for Research in Vocational Education for their critical review of the manuscript prior to its final revision and publication. Robert D. Bhaerman, Assistant Director for Career Education at the ERIC Clearinghouse on Adult, Career, and Vocational Education, supervised the publication's development and assisted in the editing of the manuscript. Ruth Gordon of the National Center for Research in Vocational Education conducted the computer search and Anne Gilmore typed the final draft.

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A study was conducted to explore the evolution of career education concepts and its application to the bilingual population. The literature search reviewed theory as well as research papers, surveys, other literature searches, program descriptions, and state vocational/career education plans. Agencies which produce literature and other career education support of bilingual families and their children were also reviewed. The findings were synthesized to identify programmatic requirements and to establish directions for national and state planning efforts. Among the findings are these: (1) language is a critical factor in planning specific career education programs for bilingual persons; (2) children of bilingual families, where two languages are critical for survival, demonstrate distinctive, more adult, social maturity; (3) the school system loses its "holding power" on bilingual children during the seventh through ninth grades; (4) career-related materials in bilingual format are virtually non-existent; and (5) state and local planning of career and vocational education, bilingual education, and migrant education have not been coordinated. One of the four major recommendations suggests that bilingual career awareness materials (K-6) and bilingual career exploration materials (K-7) be developed concurrently in terms of career education concept development, languages appropriate for student and/or parents, and the environment of the bilingual family. (BM)

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INTRODUCTION

Career and vocational development have definitions that are precise as well as tailored specifically to meet the requirements of our school systems. However, if we were one of the twenty-five million people in this country having a substantial dependency on a language other than English and on jobs that preclude our children's attending one school on a prolonged and regular basis, would the definition then have meaning and would we be able to relate them to our school systems?

Consider, for example, our association of ideas and concepts in education. To us, "career awareness" relates to kindergarten through sixth grade and "career exploration" to grades seven through ten. Skill development is an activity associated with high school. On a day-to-day basis, we are comfortable with general statements regarding career and vocational development since they are easily handled in conversations with peers.

Compare, on the other hand, the dilemma of non-English-speaking migrant parents. The family's concept of time and space is different from that of a static family. This affects learning patterns of migrant children. Before they enter school, these children think in terms of seasons. Many have traveled thousands of miles. Children of a settled English-speaking family, on the other hand, think in terms of a few miles and of what they are going to do this afternoon.

Socially, migrant children frequently are more mature than those in a settled family. The survival requirements of a family that has few, if any, associations with larger social groupings, such as neighborhoods, demand that the children become "young adults" very early in life.

The migrant family's close proximity to the physical labor associated with agriculture colors the limited or non-English-speaking

migrant child's perception of the world of work. As the children are physically able, generally at the junior high school age, they are attracted to the money offered by agriculture. This is a normal attraction, not alone because of what the money will buy, but attractive because their perception is in harmony with what they see adults doing.

Limited or non-English-speaking migrant children frequently leave school without being aware of career possibilities or having explored alternatives beyond those seen by their family and, certainly at the junior high school level, without developed skills. This pattern continues to affect them long after the family begins any process of "settling out" of the migrant stream.

For these and other children of limited or non-English-speaking families encountering problems in adjusting to mainstream America, the school systems must acknowledge world of work requirements at lower grade levels. For the "holding power" of the schools to improve, they have to present information on which choices are made before the world of work bargains for unskilled labor. Choice is made before the fact--not after.

To preclude misunderstanding, it should be stated that the terms "bilingual" and "minority" are not synonymous with "disadvantaged." The latter denotes educational, economic and other factors which inhibit individuals depending on the social setting in which they find themselves and their ability to cope with the world of work requirements in that setting.

Bilingual persons, whether or not they are migrants, have the advantage of speaking more than one language. A bilingual person is "doubly powerful" in terms of communication. Because of language, one moves between cultures and may acquire concepts markedly different from others within the environment in which one lives and works. Bilingual children may be found "different" by their teachers but are not necessarily disadvantaged. "Advantaged" or "disadvantaged" becomes terminology to describe the personal frame of reference of those who do not understand the characteristics of bilingual children.

At a 1973 national conference held under the auspices of the United States Office of Education (USOE) and co-sponsored by the Council of Chief State School Officers, the implications of career education for minorities was examined in depth.[1] As a result of many persons' efforts which began at this conference, a resolution regarding the implication of career education and career develop-

ment for minorities was adopted. This seminal resolution identified a bilingual relationship with career education and development in the following manner. They cannot be complete without:

- bilingual and bicultural development,
- elimination of tracking and its related fears,
- career education meeting the test (upon) job placement[2]

The participants who were instrumental in establishing this relationship voiced a concern for the implications of career education and career development for minorities. At this point, they joined other educators in asking the United States Office of Education to state explicitly what it believed career education, specifically, to be.

The USOE responded with a series of six actions, summarized below:

1. USOE prepared a "Draft Document" based on the work of national scholars and practitioners (career education experts), entitled An Introduction to Career Education. It accompanied this "Draft Document" with a *Study Guide*.

2. USOE distributed its "Draft Document" and *Study Guide* to 275 expert career practitioners who had been invited to attend twenty "mini-conferences" sponsored by the USOE in the summer of 1974; forty state department of education personnel who had attended the National Conference for the Coordinators of Career Education in April 1974 in Dallas; and twenty-five national leaders who attended either the "'Conceptualizers' Conference" or the "'Philosophers' Conference," both of which were sponsored by the USOE during early summer 1974.

3. It compiled the responses of individuals to the "Draft Document" and the *Study Guide* in order to develop a consensus statement which would represent, as nearly as possible, conceptual agreements on career education which had evolved since 1971.

4. It published *An Introduction to Career Education: A Policy Paper of the U.S. Office of Education*, which described the United States Office of Education's interpretation of the Department of Health, Education and Welfare policy on career education.

5. It provided participants attending the National Career Education Confenence in Racine, Wisconsin in October 1974 with an

opportunity to examine some of the over-promise and under-delivery of career education for minority and low-income students.

6. It conducted two "mini-conferences" for minorities on November 21-22, 1975 and March 19, 1976 at the National Center for Research in Vocational Education at The Ohio State University. The participants were provided opportunities to express important viewpoints, to raise issues about career education for minorities, to react to the Office of Education's position paper, *Career Education and Minorities*, and to suggest organizations for validation conferences on career education for minorities.[3]

This paper explores the evolution of the concepts of career and vocational development as they apply to the bilingual portion of our population. Consideration is given to agencies which programmatically support bilingual families and their children. Note is taken of the quality of the materials and the performance of the agencies. The paper concludes with the results of this assessment. It also provides recommendations for further development of objectives in this area.

BACKGROUND

There are in this country 25,347,000 persons who speak a language other than English as their "first language." This constitutes thirteen percent of our population. Some ten major language groups have been identified by the National Center for Education Statistics as comprising eighty percent of this second-language group.

Table 1. Household Languages of the Population[4]

Language Spoken in Household	Total Population Four Years and Older -July 1975-
TOTAL	196,796,000
English only	167,665,000

Table 1--*(continued)*

Language Spoken in Household	Total Population Four Years and Older -July 1975-
Non-English language as usual or second language	25,347,000
Spanish	9,904,000
French	2,259,000
German	2,269,000
Greek	488,000
Italian	2,836,000
Portuguese	349,000
Chinese	534,000
Filipino	377,000
Japanese	524,000
Korean	246,000
Other	5,559,000
Not reported	3,786,000

Spanish speakers are a great portion of the non-English-speaking population (thirty-nine percent). Italian, German, and French speakers are each a significant sized group also (roughly ten percent each). Unreported are the language groups of native Americans.

Table 2 below reflects the extent of this country's spoken languages. However, Spanish and English are the most commonly used languages in public school instruction.

The term "bilingual" is commonly used to describe those who speak a language other than English as well as those who speak a second language in addition. This is a convention rather than a description. Of the twenty-five million who are bilingual, it is estimated that eight to ten million are "dysfunctional" in both the primary language and in English, that is, the individual does not have adequate communication skills (reading, speaking, writing, listening) to be considered "functional." This group is obviously "handicapped" in terms of education and employment.

Table 2. "A Babel of Tongues"[5]

In addition to English and Spanish, these languages are used for teaching in federally sponsored programs—

American Indian: Apache, Athabascan, Cahuilla, Cherokee, Choctaw, Cree, Crow, Eelaponkee, Havasupai, Hopi, Hualapai, Keresian, Kiowa, Lacota (Sioux), Mde wa kan pon, Mescalero-Apache, Miccosukee-Seminole, Mohawk, Navajo, Northern Cheyenne, Papago, Passamaquoddy, Piaute, Pima, Seminole-Creek, Tewa, Ute
Arabic
Armenian
Cambodian
Chinese
Eskimo: Aleut, Central Yupik, Gwich'in, Inupiaq, Siberian Yupik, Sugpiaq, Upper Kuskokwin, Upper Tanana, Yupik
Fillipino-Ilocano: Tagalog
French: French Canadian, Haitian
German: Pennsylvania Dutch
Greek
Hebrew
Italian
Japanese
Korean
Micronesian: Carolinian, Chamorro, Kusaian, Marshallese, Palauan, Ponapean, Trukese, Ulithian, Woleian, Yapese
Polish
Vietnamese

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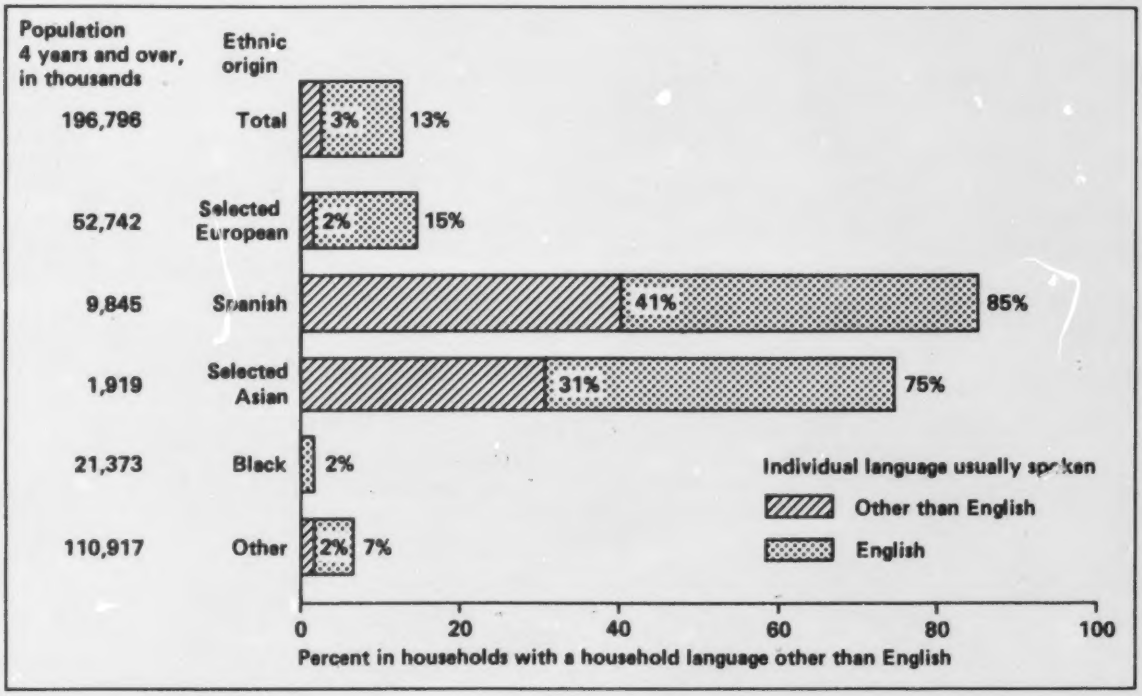
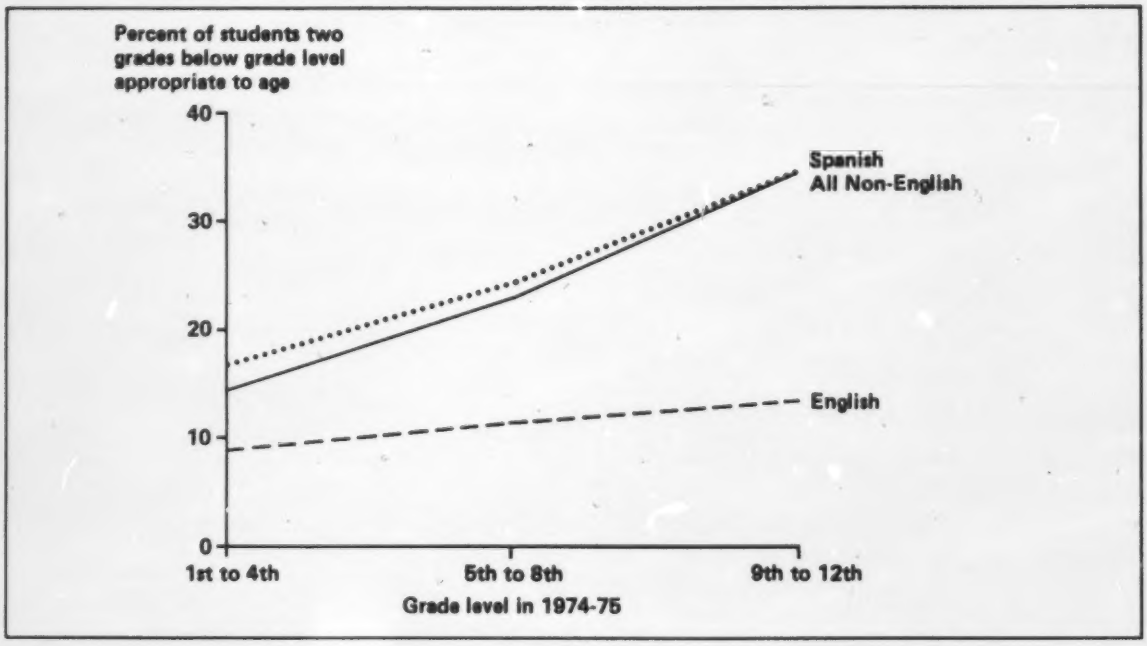
Table 3. Language Usage in the United States[6]



Success in school traditionally is predicated on one's ability to communicate. Massive efforts have been undertaken to make classrooms conducive to learning regardless of the primary language of the student. (For example, note ESEA Title VII programs.)

However, the effects of non-English home language usage can be seen in English-oriented schools by examining school-age students by ethnic origin who fall below grade level. The pattern of functioning below grade level begins in the primary grades and continues into high school, with an ever increasing disparity of academic achievement between the English-speaking and the limited or non-English-speaking group.

Table 4. Students Below Grade Level, By Household Language[7]



Children who speak Spanish in the home are most likely to demonstrate inadequate command of the English language in school. Children from selected families that speak Asian languages demonstrate similar patterns. Other language groups demonstrate singular patterns between the extremes projected for Spanish and English.

Table 5. Students Below Grade Level, By Ethnic Origin[8]

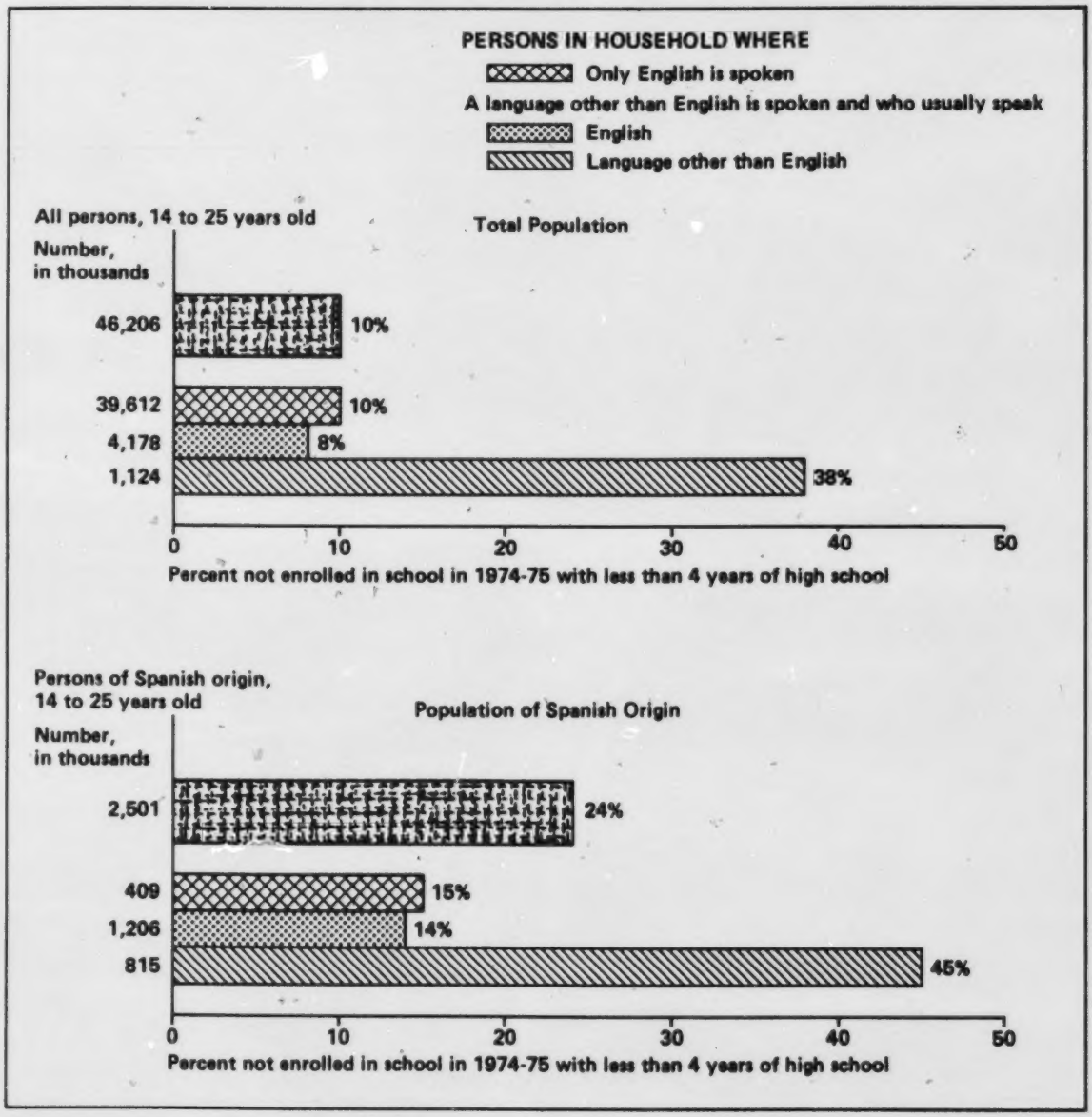
Ethnic Origin	Total - Grades One to Twelve		
	Total Enrolled	Enrolled Below	Percent Enrolled Below
Total	36,077,000	5,540,000	15
Selected Europeans*	6,324,000	602,000	10
Spanish**	3,067,000	581,000	19
Selected Asian***	414,000	58,000	14
Black	12,354,000	1,196,000	10
Other	29,345,000	3,017,000	10
Don't know/no answer	572,000	101,000	18

* German, Italian, English, Scottish, Welsh, Irish, French, Polish, Russian, Greek, Portuguese.
** Mexican American, Chicano, Mexican, Mexicano, Puerto Rican, Cuban, Central/South American, Other Spanish.
*** Chinese, Filipino, Japanese, Korean.

The ultimate result for these students is increased failure in school and dropping out. Dropout rate is estimated by the National Center for Educational Statistics to be some ten percent of the school population; for non-English-speaking students, this jumps to thirty-eight percent.

In specific subgroups, the dropout rate is even more dramatic. For example, Randall estimated that only one percent of the high school age agricultural migrant farm laborers graduate from high school. He indicated that the dramatic decline of migrant school attendance begins in grade seven. By ninth grade, only eleven percent of the migrant students are attending school.[9]

Table 6. High School Dropouts, Fourteen to Twenty-five Years Old, By Language Characteristics[10]



In a real sense, non-English speakers are at a severe disadvantage in preparation for a role as a functional citizen because their social and employment roles are extremely limited.

Generally, the labor force has developed a trend characterized by a steadily increasing educational attainment. The Department of Labor (DOL) attributes this increase to rising standards of living, compulsory school attendance laws, and the demands of job training. The increase is in sharp contrast with the plight of the limited or non-English-speaking person. The DOL cited the tendency for limited and non-English speakers to end up in entry level skill occupations where employment is irregular and salaries low.[11]

Non-English and limited-English-speaking persons generally have been clustered in urban areas. For example, concentrations of Cuban Americans are found in Miami, a large Puerto Rican community in and near New York, and Mexican Americans in the Southwest, particularly in greater Los Angeles.

Rural populations also are seen as significant in number in a recent DOL Occupation Projection report. Farm labor groups were found to be home based in Florida, Texas and California, moving into northern states in three distinct "streams" during the growing and harvesting seasons. This group numbered 3,048,000 in 1975 and was primarily of Spanish/Hispanic descent.[12]

The limited or non-English-speaking population is increasing and may be expected to continue to grow in the immediate future. Data indicated potential citizens entering this country numbered 394,861 in 1974 and grew to 402,000 in 1977. The most impacted states have been New York, Florida, California, Texas, Pennsylvania, and Illinois. By 1980 it is anticipated that minority groups will comprise 17.4 percent of the school-age population as compared to 16.2 percent in 1975.[13]

Much of the current literature on bilingualism focuses on the American of Spanish origin--that is, one of twenty Americans. More than eighty percent of Spanish-origin population live in households where Spanish is spoken as the "usual" or "second" household language. About forty percent of the population speaks Spanish as its own "usual individual" language.

Spanish is the language background of about half of the school-age population that has a non-English background. Consequently, much of the research includes the Spanish-language group as the target population. This paper, therefore, deliberately includes examples

from the range of language subgroups that have been categorized under the term "bilingual" by various public agencies.

The generalizations presented have been measured against a setting of several bilingual/bicultural groups. It should be noted that surveys conducted under mandates of Public Law 94-311 distribute data by ethnic and language minority groups. However, several agencies present data as "Total Population, Black, Spanish Origin, and Other."

REVIEW OF RESEARCH

There is a disturbing dearth of information available which adequately describes limited or non-English-speaking persons in terms of their unique needs. Isolated studies in seemingly unrelated fields focus on language and culture as unique concerns. Sometimes the studies were associated with geographic dislocation and/or migrancy. However, the unique needs of the limited or non-English-speaking person confronted with a lifelong requirement to survive in an English-speaking world are overlooked. The co-authors of this paper undertook four basic tasks:

1. To conduct an ERIC search to determine current literature available,

2. To review periodicals and reports to examine the scope of the current research,

3. To review a sample of state plans for both career and vocational education, and

4. To synthesize the findings and to recommend directions that national and state planning efforts might take.

The ERIC search included a review of the output of several data banks: ERIC, Abstracts of Instructional Materials/Abstracts of Research Materials (AIM/ARM), Dissertation Abstracts, Sociological Abstracts, Language and Language Behavior Abstracts, and National Technical Information Science (NTIS) Abstracts. A wide range of descriptors was employed. These included the topics of bilingual, English, Spanish-speaking (and other language groups), ethnic groups, migrant, native American, career, guidance, training, occu-

pational aspiration, occupational choice, adults and adult training, retraining, vocational counseling, vocational development, non-English-speaking, career planning, labor, job corps, and training.

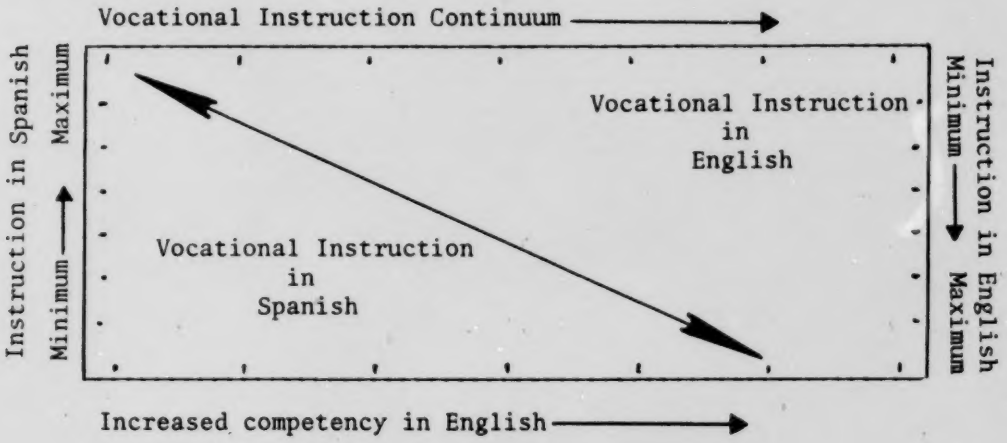
One hundred eighty-four abstracts were isolated and seventy-eight were applicable for further review. These had distinct links to language and/or career programs. It is interesting to note that thirty-seven of these sources were products of one USOE study: the Educational Factors, Inc. project dealing with career education materials for Spanish-speaking migrant children.[14] The abstracts fell into three broad categories: theory and/or research papers, surveys and literature searches, and operational descriptions of programs.

OVERVIEW OF PROJECTS

Seven studies were isolated which provided a synthesis of existing research or program descriptions. The Kirschner Associates[15] reviews of adult bilingual vocational training programs provided much of the basic information. Bilingual programs at the adult level were found to exhibit the same fragmentation as found in the field of elementary education. Considerable attention has been given to ameliorating the needs of specific, localized populations, but overall patterns of career development could not be found. These materials also provided an excellent format for monitoring and updating programmatic information.

Research and theory papers were limited to ten documents which ranged from conference speeches to detailed analyses. Salazar and Christiansen provided an analysis of attitudes of educators toward bilingual vocational education programs. The paper offered a functional model for describing the use of language in the vocational educational program in Texas. Pre-vocational and vocational skills are introduced in Spanish; immediate development of the concepts in English is introduced. English is introduced increasingly until the student is able to function in world-of-work-related activities from an English base. This appears to describe the pattern of language development of a number of vocationally oriented programs. The Salazar and Christiansen (1976) pattern is illustrated below:

Table 7. Language Development Pattern[16]



The review of the ten documents indicated a lack of focus on basic research questions regarding career development and the bilingual person. The literature lacks the depth from which projections of needs and program decisions can be made. It would seem most important to be able to generalize about language use when applied to career education, the relationship of culture and language to the acquisition of language, and the relative function of both primary and secondary languages in the role of agencies, e.g., schools. This type of information currently is limited. Kirschner affirmed the lack of discussing adult bilingual vocational programs.

Twenty-four entries were isolated which described programs in operation through various public agencies. Whether it was the Hostos Community College bilingual health science program in the South Bronx or the Department of Labor's career system for farm laborers in Fresno, the data entries offered examples of programs with a common, discrete population in mind--a non-English-dominant group. The studies were generally reported as work-oriented with job skill training approaches to help bilingual students. Most of the reports were descriptive studies which outlined the objectives and outcomes of a particular project. Two exceptions which related theory to practice were the San Antonio Independent School District project and the Educational Factors, Inc. 1974 project.

The San Antonio Independent School District project[17] described a three-year continuum of instruction. The multiple-year funding was focused on an elementary through secondary awareness and exploration career development program. The project could provide an effective model for planning school-level programs in that achievement, attitudes, and career education concepts were introduced into a school program in a bilingual approach. The links to the parents and community were seen to be of value by the evaluator. Unfortunately, no linkage to other public agency programs such as the Comprehensive Employment and Training Act of 1973 was described.

Most programs were described in a time frame of one-year funding. The evaluation data, therefore, is short-termed. If the career development concept is to be implemented, a longitudinal evaluation approach appears to be critical. A program's effective measure of success must be in terms of years rather than months.

The Educational Factors, Inc. study was unique because of the several products which were completed, the process utilized to develop the products, and the results of the research.[18] The project was funded by USOE, Part I, Vocational Education Amendments of 1968, Public Law 90-576. It was aimed at a discrete language group--the Spanish-speaking--and was for a specific school-age group, the elementary-age child. The approach used a multi-ethnic, nationwide advisory committee to develop criteria, validate theory bases, and review products. Combined with an eight state field test of the materials approved by the Office of Management and Budget, the outcomes were seen to be very useful for the planner of bilingual career and vocational education programs.

Two sets of criteria emerged from the EFI project. One dealt with the twelve factors necessary for the development of bilingual materials within career education. The materials should: portray rural life/work situations, reflect contemporary sex role models, be keyed to available experimental activities, encourage the use of a wide range of community resources, contribute to the development of a positive self-image, be developmental in nature and not locked to sequential learning, develop positive work attitudes, explore work habits, develop decision-making skills, promote student self-expression, relate to specific, identifiable occupations, and relate to varying levels of occupations within career clusters.

A second set of criteria was developed as a guideline for the preparation of materials for a specific language/ethnic group. Materials prepared in bilingual format should: display all activities in the multi-cultural setting, reflect the ethnic life style, demon-

strate upward mobility, use bilingual assessment instruments, develop criterion reference tests, observe ethnic role models to be utilized, include a wide range of activities, use native language "personalities" where possible, make the materials "consumable." refer to mobility-assisting programs, and relate to occupations familiar to the students.

The development of thirty-six modules resulted in a standardized format that is suitable for the development of other materials at a wide variety of grade levels. Similarly, the format lends itself to supporting career exploration activities as well as career exploration.

VOCATIONAL EDUCATION PROJECTS

Another source of information was the review of current vocational education funded projects for 1976 and 1977. While these were oriented to vocational training, the reports provided a view of the federal agency funding priorities for bilingual projects. The summary reports indicated that similar numbers of programs and students were funded in each of the two years.

Table 8. Bilingual Vocational Training Projects Funded Under Part J, 1976-77[19]

Year	Number of Programs Funded	Number of Students
1976	22	1850
1977	22	2200

The distribution of funded language projects closely paralleled the national distribution of language groups in the United States.

Table 9. Language Groups Funded Under Part J, Vocational Training, 1976-77[20]

Language Groups	Number of Projects 1976	1977
Spanish	12	12
Chinese	3	5
French	2	1
Indo-Chinese	1	2
Russian	1	1
Indian	2	2
Italian	1	
Mixed (more than one language)	3	4

The projects were very distinctly related to vocational training elements and included pre-vocational skill development, English as a second language, vocational counseling and assistance in job placement. The occupational groups were diverse. They included, for example, mechanical, office, pre-professional law, medical, and culinary areas. The projects were funded throughout the United States in both urban and rural settings.

The vocational education abstracts of 1976 and 1977 did not define bilingualism. However, the common inclusion of English as a Second Language (ESL) training suggested that the term focused on the limited and/or non-English-speaking person (called "bilingual" in the abstracts).

The projects were funded to meet priorities outlined in the January 15, 1976 Federal Register.[21] The priorities established from the Commissioner of Education at that time were to serve persons who are unable to secure employment suited to their needs, interest, and abilities because they are of limited-English-speaking ability; to serve persons who have left or completed elementary or secondary

school; and to provide training which will increase the trainee's opportunities for required skilled employment.

The examination of the Part J abstracts suggested that the criteria were met by the projects as funded. However, the projects relate to a broader pattern of career development and exist as limited examples of a segment of a larger program.

DEPARTMENTS OF LABOR, COMMERCE, AND OTHER AGENCY PROJECTS

Another source of data was the extensive reports of the Department of Labor and Department of Commerce. (Government studies abound. In fact, the statement, "...Puerto Ricans have been studied to death--not by policymakers but by social scientists..." is probably applicable through all the population groups which could be considered limited or non-English speaking.)[22]

The 1975 census data, the Department of Labor's 1976 publications on occupational projection, training data and labor supply, etc., provide the data utilized throughout this paper.[23] An assessment of this data underscores the need for a coordinated and planned career development effort focused on bilingual persons.

The characteristics of unemployment plus low-level occupational patterns, dropout rates, and potential health patterns are common through the language groups. The factors which create these characteristics have some common basis, namely, language as a barrier to secure employment, lack of work experience, and a substandard education. It is to these efforts that career development must be directed.

The mobility of much of the bilingual population compounds the problems of providing career education support to these children. The Puerto Rican migration to the mainland after World War II and the more recent return migration to the island demonstrates the importance of the mobility factor. In 1974, for example, 1,622,001 Puerto Ricans traveled to and from the United States.[24]

From home bases in such diverse locations as Mexico, Florida, Texas and California, migrant workers are found throughout forty-eight of the fifty states. These migrants provide essential hand labor for the preparation and harvest of crops. The educational needs of this population differ from those of our traditional non-mobile communities, e.g., literacy problems in two languages. The

local school system is hard-pressed to meet the complex needs of this population.

Efforts of Title I, Migrant Education, have helped in the academic aspects of education for the rural migrant. The Elementary and Secondary Education Act of 1965, Title I and Title III, have had impact in the urban areas. However, students often do not stay in the system long enough to develop adequate pre-occupational skills.

BILINGUAL EDUCATION PROJECTS

Both bilingual education and English as a Second Language have proven to be viable educational approaches to assist in the acquisition of concepts necessary for success in school. Impetus for research in this field has come from UNESCO.[25] Current writers such as Saville-Troike have developed complete learning systems based on the notion of basic instruction provided in the "first language." Shaw described bilingual education as the process where basic educational concepts are taught in both English and the second language. The goals stated by Shaw are to increase conceptual development and communication skills, transfer learning from native language to English, and develop bilingual-bicultural children.[27] Funding under ESEA Title VII has probably been the greatest single contribution factor to the development of bilingual instruction. The ten years of Title VII funding has seen three patterns evolving. These are programs that:

- initiate instruction in the vernacular and gradually phase-out that language as the student becomes proficient in English (the second language)

- teach any or all subject matter in two languages, e.g., Spanish, and English. Not only is the subject matter taught in two languages, but instruction is maintained for both languages throughout the program

- use two languages as a medium for instruction and include bicultural elements in the curriculum context and teaching approaches, and the guidance techniques.[28]

An older and perhaps more traditional methodology of teaching English to non-English speakers has utilized the nomenclature of English as a Second Language (ESL). The instructional approach of ESL utilizes a series of experiences that cause the student to begin functioning in English. Instruction is usually conducted in

small groups or "pull out" classes. The goal is to produce a functional speaker of English.

Continuing disagreement exists on the effect of bilingualism in terms of career preparation of a limited or non-English-speaking child. Bilingual programs have received increasing attention in recent years as witnessed in both educational journals[29] and the general press.[30] Proponents have suggested that the child whose native language is other than English must receive basic instruction in the native language, alternatively becoming functional in two languages--thus, bilingual. Others believe English should be selectively utilized as a unifying element for all Americans.

Public schools traditionally have provided instruction in English. The landmark *Law v. Nichols* decision of 1974 changed this by declaring the opinion that students who do not speak English are denied a meaningful opportunity to participate in public educational programs.[31] As a result of this decision, education for limited and non-English-speaking students became a prime focus for educators, special interest groups and bilingual persons.

After years of experimental programs under Title VII, Bilingual Education became an integral part of school programs. With all of this attention, however, the needs of the limited and non-English-speaking child have not been affected dramatically. Career education in particular has little, if any, bilingually oriented models. To move Career Education to the posture where successful instruction can be given to limited- and non-English-speaking students, attention must be given to the function of language. Language function is different from simply concept acquisition. When skills are being acquired, the language is used to provide depth meaning or the purpose behind the instruction. Therefore, language dominance becomes critical when designing bilingual materials.

Years of experience in programs under Title VII, Bilingual Education, resulted in their becoming an integral part of school programs. With this attention, the needs of the bilingual child have not changed. However, for those interested in career education, attention must be given to the function of language which, in turn, defines the purpose in providing instruction in a given language.

Skocyzlas (1971) suggested that both the presence of native language speakers in the home and the number of native language speakers in the family had a direct effect on the language dominance of a child.[32] He established the strength of the language on a five point scale: (1) native language monolingual, (2) native language dominance,

(3) bilingual, (4) English dominance, and (5) English monolingual. Skocyzlas raised a critical question, namely, how much and what quality of language makes an individual bilingual? As the family member moves out into school, community and the world of work, an exposure to English creates the environment for the interface of two languages and two cultures.

Another view of the effect of environment on language usage was developed by Rios. His model suggested that a migrant family goes through a series of six adaptive stages of environmental transition in settling out of migrancy.[33] During these environmental shifts, requirements of language also shift from non-English to English due to work influences until the settled-out migrant is virtually bilingual by necessity. Table 10 illustrates the characteristics of these shifts.

Language is used to satisfy personal needs and world-of-work requirements. The native language is used in the home environment for interpersonal transaction, while English becomes the means for verbal transactions related to job, shopping, and contact with the school. The parents determine the extent to which the non-English language is used in the home. The teacher determines the extent to which English is used in the school. (See Table 11.) The important point is to recognize the specific requirements of the environment which force the overlap of two languages. The education of a child of a bilingual family requires recognition of the impact of the environment *and* the use of language in the home setting.

Rios, therefore, suggested that bilingual education in the school setting is in the "overlap" areas where both languages can be used for the same purpose. He defined bilingual education in this context:

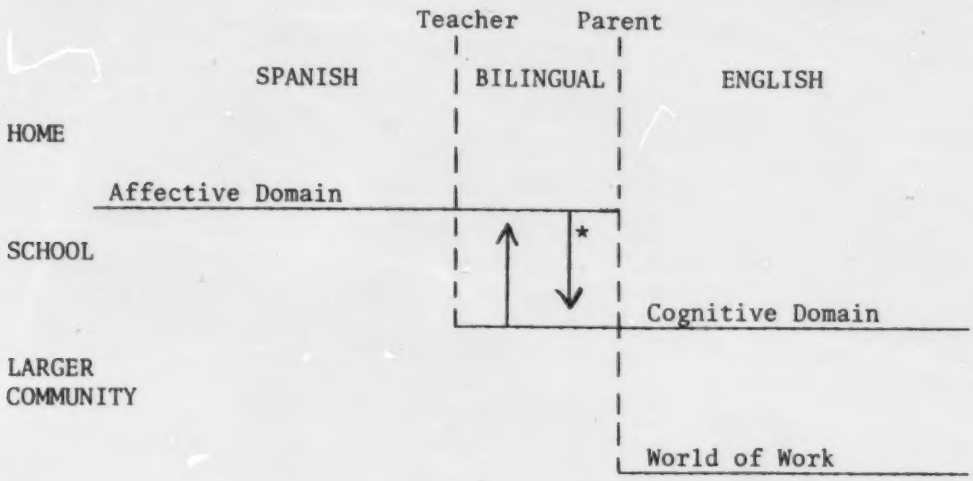
> Bilingual education refers to the extraordinary efforts made by a school to meet the peculiar needs of a student whose home environment uses a non-English language for communication.[34]

Implicit in this definition is the recognition that the non-English language is used for social discourse related to the family unit and the affective domain. Concurrently, the English language is concerned with social groupings larger than the family and the cognitive domain. The world of work, which provides support for both the family and the school, functions essentially in English.

Table 10. Environmental Stages of Transition in Migrancy[35]

Stage	Labor Emphasis	Characteristics	Degree of Separation	Language Dominance
I	Agriculture	Individual crosses border to work. No family. Informal housing or dormitory. Rural camp setting.	Individual	Spanish
II	Agriculture	Individual and friends and/or relatives. Rural camp setting.	Individual	Spanish
III	Agriculture	Individual with family. Public housing. Rural community.	Family group	Spanish and English
IV	Agriculture/ Occupation-vocation	Individual with family. Integrated housing. Secured by family.	Family group	English and Spanish
V	Occupations	Individual with family. Barrio, pre-ghetto.	Group	English with Spanish
VI	Occupations Pre-professional	Individual with family. Named ghetto. High density.	Group	Spanish (for business and pleasure)

Table 11. Home, School, and Community Language Matrix[36]



* Students must be able to transmit concepts in this area in both languages and in both social settings.

The extent to which English satisfies requirements is determined by the teacher; the extent to which Spanish satisfies requirements is determined by the parents; the overlap, or area of true bilinguality, is determined by the parents and teachers with the support and assistance of the school administrators.

de la Rosa suggested a four-step evolution which prepares the student for language instruction in the school while the school structure is being prepared to greet the child with a flexible program:

1. the child's home environment--where native language is utilized.

2. the child's first venture into the school setting--where the dominant language is used for basic instruction.

3. a shift in the home and community--where the language acquisition progresses and the child becomes comfortable in two languages.

4. the school setting--where instruction in a second language has intensified. (Bilingual and ESL.)[37]

At this point, the student can move into a bilingual program, a regular English-based instructional program, or a skills acquisition career exploration program in English.

Using the Spanish-speaking migrant as the example, de la Rosa envisioned language as a tool and the school as a workshop for developing that tool.

CAREER EDUCATION PROJECTS

Hoyt has stated that "The American system of public and private education has been a major force in creating societal change. The rate of societal change...has been greater than the rate of change taking place within the education system itself."[38]

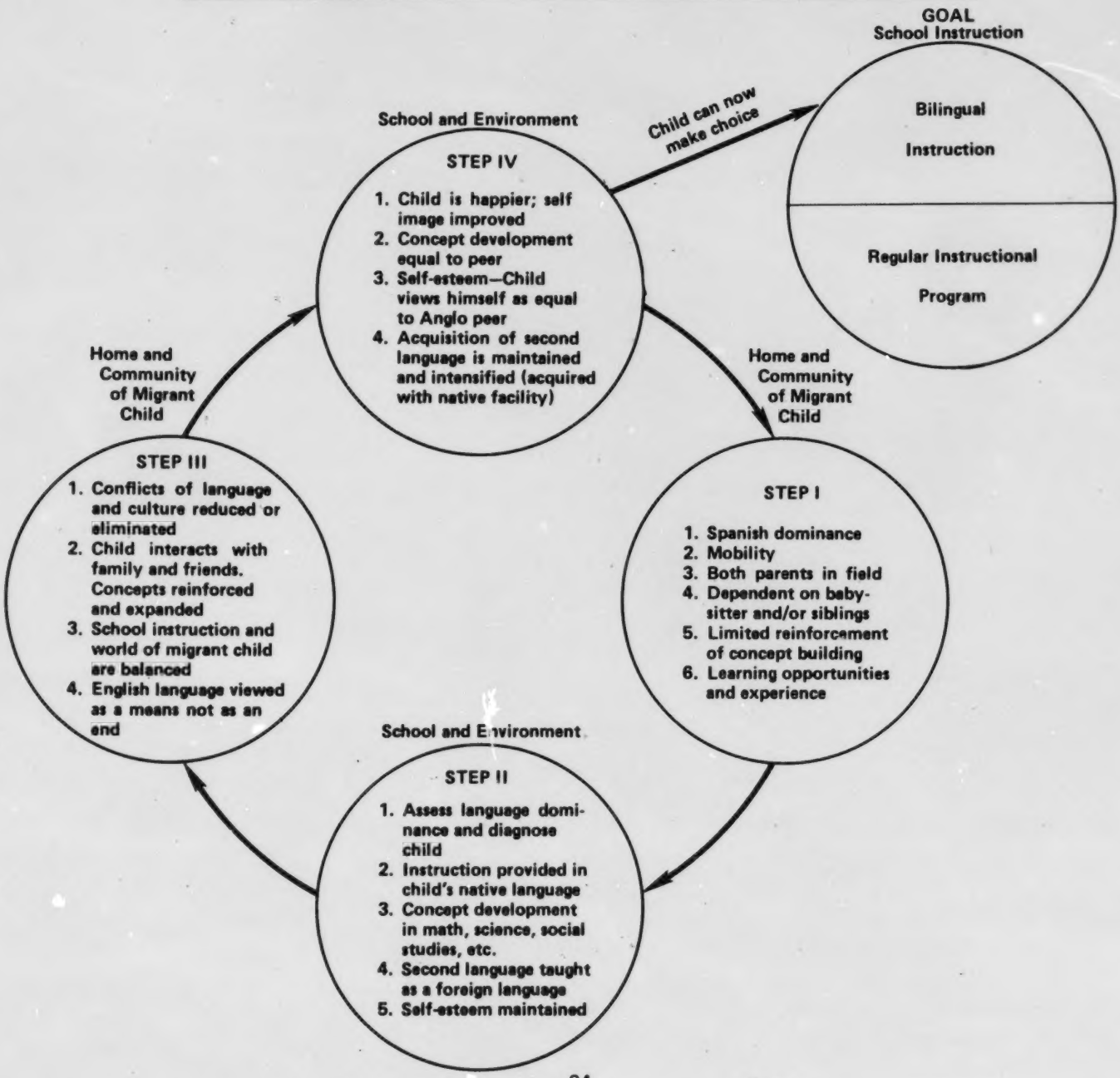
Within this broad notation, career education is generating great expectations. These expectations are particularly noticeable among bilingual families as they become familiar with the notions of "career education," "career development" and "career guidance."

In assessing the needs of the bilingual family, it is often difficult to separate the teaching/learning process of "career education" from the lifelong process concepts of "career development." Consequently, there is a requirement to view all guidance personnel--whether professional counselors or classroom teachers--as "career guidance" personnel.

The foregoing requires continual definition and re-definition of career education theory and terminology. Hansen suggested functional nomenclature which is necessary for researchers and practitioners in career education. She defined career development as:

- a continuous lifelong person-centered process of developmental experiences;
- a focus on seeking, obtaining, and processing information about self (values, interests, abilities), occupational-educational alternatives, life style and role options, and socio-economic and labor market trends;
- a purposeful plan for reasoned decisions about work and its relation to other life roles with benefit to self and society.[39]

Table 12. Bilingual/Bicultural Education, Introduction Into Migrant Program[40]


GOAL
School Instruction
Bilingual
Instruction
Regular Instructional
Program
Child can now make choice
School and Environment
STEP IV
1. Child is happier; self image improved
2. Concept development equal to peer
3. Self-esteem—Child views himself as equal to Anglo peer
4. Acquisition of second language is maintained and intensified (acquired with native facility)
Home and Community of Migrant Child
STEP I
1. Spanish dominance
2. Mobility
3. Both parents in field
4. Dependent on baby-sitter and/or siblings
5. Limited reinforcement of concept building
6. Learning opportunities and experience
Home and Community of Migrant Child
STEP III
1. Conflicts of language and culture reduced or eliminated
2. Child interacts with family and friends. Concepts reinforced and expanded
3. School instruction and world of migrant child are balanced
4. English language viewed as a means not as an end
School and Environment
STEP II
1. Assess language dominance and diagnose child
2. Instruction provided in child's native language
3. Concept development in math, science, social studies, etc.
4. Second language taught as a foreign language
5. Self-esteem maintained

Saville-Troike suggested that ESL and bilingual education are both concerned with the development of the total student: academically, socially, and psychologically. She stated:

> Both ESL and bilingual education are concerned with students' cognitive, social, and psychological development. The ESL component takes primary responsibility for that part of learning that takes place through the medium of the English language, that requires English language skills for acquisition and expression.
>
> Because concepts learned in either language readily transfer to expression in the other, as do such processes as reading, most instructional goals will be general ones for a bilingual program, and not language-specific. Instruction in both languages is aimed at the same ends. The language learning goal should be the shared one of balanced bilingualism--developing listening, speaking, reading, and writing skills in two languages.[41]

Planners of career development programs must recognize both function of language and the school's role in use of language. This would enhance the potential for success in acquiring career education concepts.

Rios (1975), in his study of bilingual families, suggested that culture and language are so intertwined as to make separation meaningless. As a consequence, he suggested that schools must plan for the orderly development of language skills (English) most suited for school-based instruction. Schools should not focus exclusively on student development of an occupationally-oriented vocabulary but on vocabulary useful in a variety of social settings to insure that career education and development can be discussed in the home setting. The affective domain loading of career development can take place in the home language. The larger world-of-work community outside the home conducts its cognitive domain business in English. The school does not have to be all things to all people in all languages. To serve as a language bridge is sufficient.

This approach extends the simplistic Salazar and Christiansen model. English becomes critical to introduction of career exploration and experience concepts.

This focus on process has application when bilinguality is included in the field of study. Without economic stability and fundamental language competency, the bilingual person is preempted from planning

for a meaningful future. As has been suggested, language and life style play a key part in the ability of the bilingual person to assimilate and personalize the affective areas of seeking, obtaining and processing information.

The broader concepts of career development theory also are in evolution. The definitions draw heavily on psychology and sociology taxonomies. Gilli described the theories as:

- the trait-and-factor theory, which attempts to match personal traits to job traits;
- the psychological theory, in which the person's psychological make-up is viewed as the basis for career choice and development;
- the developmental theory, which sees the individual's vocational development as one part of his or her total personal development;
- the situational theory, which holds that the actual environment in which the person finds himself or herself is the basis for career development.[42]

He stated that these theories are not mutually exclusive, nor are they contradictory. He viewed the synthesis of developmental and situational theories as the most commonly accepted. It is certainly easier to describe career development for bilinguals in those terms. The person with a limited- or non-English background tends to be more locked into an immediate environmental response than is the English speaker. Thus choices or options are limited. Whereas career awareness is typically explored in the elementary grades, this experience may never occur for the bilingual. Awareness and career decisions may be totally interrelated in response to economic realities.

It is important to see the reverse of this situation. The preoccupation with job, health and the immediate future creates an attitude where careers, job requirements and skill acquisition become an excellent vehicle for introducing basic educational skills. Inter-American Research Associates are reported to have found farm workers selecting employment and housing as the most critical problems confronting them[43] The fourth most selected problem is wages and work benefits. This is representative of a number of such research studies. The bilingual vocational education program funded under Part J had a positive response on the part of the participants. The combination of immediate attention to pre-vocational and skill needs presented in acceptable language is helpful to the participant. Unfortunately, research to date has not provided hard data to substantiate what must remain as "educated guesses" and suppositions.

The educational affects of learning, when career education activities are used as the vehicle, have not been well studied. Bhaerman described this research as being in its infancy.[44] Limited studies described by Bhaerman and Enderlein[45] suggest a statistically positive relationship in academic subjects when career education concepts are integrated into the regular curriculum. However, no research is reported on career education projects for bilingual students, an unfortunate gap.

LANGUAGE DOMINANCE AND CAREER EDUCATION STUDIES

A summary of current research required developing a unique data configuration. We have examined language acquisition and language instruction. The role of schools and the emerging place of career education also have been examined. As a result, three concepts are apparent: language dominance varies from individual to individual and from grade level to grade level; the child from a bilingual family is generally more socially mature than a child from a monolingual family; and adults have a more urgent requirement for English acquisition than do children.

Table 13. Bilingual Student Language Dominance in Relation to Career Education Requirements[46]

Student Grade Level	Career Education Activity	Language Dominance
10 - 12	Skill Development	ENGLISH Society dominant
7 - 9	Exploration	ENGLISH and OTHER both equally
K - 6	Awareness	ENGLISH or OTHER Family dominant

At the lower elementary grades, either English or a different family language is suitable for the general information associated with "awareness." Significant information can be presented by either the school or the parents without affecting the clear understanding of the child.

At the intermediate grade levels associated with the more specific activities of career exploration, significant information must be developed by the school in both English and the home language. Children must be able, at this stage, to communicate effectively with both the school and their limited-English-speaking parents. At this point, the holding power of the school is severely challenged by the world of work if the family is having economic problems that could be alleviated by the child's employment. For the child of a family in more favored economic circumstances, career exploration activities frequently bring students and their parents close together. In either case, bilingual materials and information are most important.

Social maturity affects the manner in which children react to activities and information related to career education. The following table notes the differences between the social maturity of a child from a monolingual-English and a bilingual home:

Table 14. Student Social Maturity Comparison in Relation to Career Education Requirements[47]

School Grade Level	Career Education Activity	Maturity Comparison	
		English	Bilingual
10 - 12	Skill Development	Normal	Above
7 - 9	Exploration	Above	Below*
K - 6	Awareness	Normal	Above

* Age and grade levels at which schools lose holding power for most bilingual students, especially those of disadvantaged families.

This table reflects the different pressures on a child who comes from an English-speaking family and a child whose family speaks another language and, as a consequence, is frequently less favored economically.

At almost all points in their school career, children of a bilingual family may be expected to have social maturity patterns different from those of the child of a monolingual English-speaking family.

Adults become aware and explore career opportunities in a manner similar to children in a school setting. The differences resulting from the varying status of adults are noted in Table 15.

For adults, the awareness process frequently is begun by a social agency and not by individuals themselves. Therefore, it may require both English and the other home language as soon as the process starts. For the adults, mastery of English appears to precede successful exploration of career options as well as successful skill development. This major difference between the needs of the child in school and the adult or school dropout frequently has been overlooked. This has been the cause of the failure of many plans for improving the economic well-being of members of minority, non-English-speaking families.

Table 15. Adult Comparison of Career Education Options and Requirements of Monolingual and Bilingual Adults[48]

Career Education Activity	Training Source	Language Requirement Monolingual	Language Requirement Bilingual	Special Bilingual Requirement
Skill Development	Community College Adult Education OJT* Proprietary Institutions	English	English Improvement*	Language Precedes Skill Mastery
Exploration	Public Agencies Schools Industry	English Improvement*	Other Language	N/A

Table 15--*(continued)*

* OJT = On the Job Training provided by all sources - public and private
\+ = Specialized vocabulary in English
N/A = Not applicable for non-English speakers. Normally the mechanism for self improvement has to be started by society, not the non-English speaking individual.
Note: Bilingual education of any kind, including career education, requires concept assessment of the individual and of the career. Career education, to be affective, must provide a match.

CURRENT PROGRAM FUNDING

The current pattern of funding is focused on differences between groups. That is, where an identifiable population or subgroup has a unique characteristic or need, then a formalized category is established and funding is provided to research, study and alleviate the needs of the group. This approach to dollar allocation has historical roots back to the post-World War II era when vocational education became the target of federal program dollars. Several years later dramatic program expansion, involving first the National Defense Education Act of 1958 and later ESEA monies, created a patchwork of interrelated service programs and agencies. Each of the agencies established its own unique guidelines and regulations. The Departments of Labor, Defense, Interior, and HEW, and virtually every other federal agency, have educational and training requirements for both its employees and recipient citizen clients. The various programs within a single agency are uncoordinated and unrelated. For clients, this frequently results in confusion that is compounded when they are served by more than one agency.

Bilingual persons, particularly the limited- or non-English-speaking persons struggling to find their way in a predominately English-speaking world, have difficulty in locating an isolated program designed to meet their needs. Programs developed by different agencies of the government and/or different departments of the same branch do not coordinate their "diffusion and dissemination" activities. The consequence is the frequently noted inability of the program to find a client.

While isolated experiences will benefit the individual in a given situation, the experience should relate to a sequence of social experiences available on a continuing basis. Within our system of government, the function of training traditionally has been separated from education. Although these distinctions have long since lost meaning, the friction of such separation continues.

Using history and contemporary problems as touchstones, basic learning skills have been the focus of education so that a functioning, literate citizen could be a contributing member of the nation. This attitude traditionally has placed education and educators outside politics. At the same time, attention has been given to the young emerging citizen.

The problems related to upgrading the economic system and maintaining the ongoing pattern of operation were assigned to other agencies; defense and military tasks to the Department of Defense, and unemployment and labor problems to the Department of Labor. The problems of matching program and client are compounded when education provides some of the necessary community support. Education traditionally is separated from the more politically sensitive agencies, such as the Department of Labor. A consequence of the separation frequently is programs funded by different agencies that overlap in purpose but are uncoordinated in operations.

In the dramatic growth of our nation, subtle social distinctions of position, education, and wealth have become major issues. The voices of minorities have become the concern of the majority. In all this change, the traditional agency roles have come together in a blend which has made definition more difficult. For example, the largest single training-educational agency in our country today is the Department of Defense. The Armed Forces section utilizes precisely prescribed teaching techniques, very comprehensive teaching materials and an efficient evaluation system to train and monitor over a million and a half enlisted personnel in specialized skill areas. In addition, recruit training, officer acquisition training, professional development training, and flight training are also an integral part of the armed forces training system. The military is both an educational and a training agency.

The Department of Labor, with its many programs, provides educational services such as Job Corps ESL classes. The merging of education and training allows for new cooperative activities to serve population groups. The traditional concept of education provided by educators and training provided by labor is obviously out-

dated. The question of how to develop a systematic linkage of agencies concerned with a common client must be raised. The new pattern must be one of cooperation and coordination.

Agency linkage usually breaks down due to time and space factors. Schools operate on a September to June calendar. The Department of Labor utilizes a July to June period corresponding to budget periods. Local agencies each have unique budget periods; each provides specialized programs focused on what is perceived to be a unique client. Linkage becomes difficult when these artificial designations are made. The bilingual client is out of harmony with these agencies which must prepare to meet the needs of migrant workers and their families on a schedule dictated by weather, harvest dates, and political pressure (all factors outside the influence of either the client or the agency). Table 16 displays the relation of agency activity to client mobility. The possibility of agency linkage to serve the rural migrant is remote unless deliberate and careful preplanning occurs in the non-impaction period.

Table 16. Migrant Mobility in Relation to Agency Services[49]

	Mar	Apr	May	June	July	Aug	Sept	Oct
Crop-induced labor requirements period	X----------							----------X
Migrant mobile period	X----------							----------X
School calendar	School session/			Summer school/				School session
Labor Dept. Funding Period	Old funding				New funding			

A similar problem occurs in regard to spatial characteristics. The migrant relates to geographically separated environments, perhaps as many as six a year. The school district concerned with reading levels, skill attainment, credits acquired to reach graduation, and the like, has a problem of meeting student needs because the school patterns do not match the characteristics of the migrant student. Thus, the time-space characteristics of bilingual students are a critical problem for individual agencies. In terms of linkage, the problem is compounded.

A review of selected agency structures is necessary when a common client/recipient is used as the basis for comparison.

School agencies provide a variety of programs with a vocational orientation. State plans for vocational education outline vocationally-oriented school acitivities with both an annual and a 5-year plan.

Input is solicited from schools, often including surveys and questionnaires from teachers and students, data from state labor department sources, and an array of demographics, all in an attempt to define the population to be served. The plans evolve with statewide committee or task force staff involvement. The final impressive document utilized is submitted to the USOE to secure funding for vocational education programs.

A review of four state plans (Oregon, California, Washington and Colorado) revealed that language needs of students were not included to secure funds for limited English-speaking students. The vocational education plans are systematic and, with some modification, could be revised to include such data.

A review of the four plans showed them to be mainly of a narrative, objective-based format. However, the needs of bilingual clients are not identified. The plans generally do not specify client needs to a satisfactory degree where program decision could be developed in direct relation to those needs.

Neither state vocational education nor career education plans focus on bilinguality or the more complete pattern of career development for the bilingual population. There is little or no attention given to linkage with other training efforts in the states in either the public or private sectors. There is no apparent policy guidance at the federal or state levels to insure that agencies of government coordinate career education program planning. Unless this guidance is forthcoming, we will continue to see piecemeal development of career programs that will not adequately serve the needs of the monolingual English-speaking child, much less the bilingual child.

Other public agencies outside the field of education have focused on the needs of the bilingual person and, although individual programs display excellent planning to meet the needs of limited-non-English speakers, continuity is lacking.

The Department of Labor provides extensive program funding through which local, county and state agencies can develop apprenticeship programs, employer training, and a variety of employment and train-

ing programs. In 1975, for example, there were 431 CETA prime sponsors at regional and local levels providing funded programs. CETA funding allows for some flexibility in training persons. A description of some of the possible uses of CETA funds includes:

- Outreach to make needy persons aware of available employment and training services
- Assessment of individual needs, interests, and potential; referral to appropriate jobs or training; and, follow-up to help new workers stay on the job
- Orientation, counseling, education, and classroom skill training to help people prepare for jobs or qualify for better jobs
- Subsidized on-the-job training
- Allowances to support trainees and their families and for needed services, such as child care and medical aid
- Labor market information and job redesign to open up positions for employment and training program graduates
- Transitional public service jobs
- Special programs for groups such as Indians, migrants, persons with limited English, ex-offenders, and youth.[50]

CETA guidelines urge linkage with other agencies. Linkage infers a communication process which focuses on the common needs of clients and possible joint and combined efforts. However, this communication process usually breaks down as soon as the orientation of prime sponsors is completed.

The Job Corps has been designed as a total experience to include 24-hour residential living to assist youth who are economically disadvantaged and who have either poor educational records or are nor attending school.[51]

The intent of Job Corps has been to provide educational experiences, counseling, social and vocational skills, and ancillary services. Assistance is provided in job placement at the conclusion of the program. In a typical year (1974) 63,300 students were in sixty-one centers. During that same year, 25,000 were placed in jobs. Job Corps utilizes a variety of training and educational techniques at the discretion of the subcontractor. However, guidelines spell out the requirements for language usage. ESL and tutorial assistance is provided for the development of basic occupational skills. The residential setting breaks the traditional environmental transition thrusting the participant into a controlled, dual language setting at an accelerated rate.[52]

An example of a cooperative effort of USOE and DOL is the Work Incentive Program (WIN) which helps Aid to Families With Dependent Children (AFDC) recipients to receive pre-employment services, job referrals, subsidized employment and other supportive services. In 1975, 586,000 participants were registered with WIN.[53]

Many Department of Labor programs are administered at the state level. Such activities as Employment Security and Farm Labor Office are federal dollars transformed into state practice.

Throughout the review of these programs, terms such as education, counseling, and skill training have reinforced the notion that traditional distinctions between education and training are gone. What is not evident is the cooperative venture of education, labor and the private sector in focusing on the needs of the bilingual client. Agencies must come to see that each has a part in the total career picture of the individual, and that the common goal is to support the person who is confronted with a constantly changing environment. This is a major undertaking. Few models exist. The military has managed successfully to orient, train, and retrain for many years. An encouraging note is the recent linkage of USOE and the Department of Defense in the examination of skill training materials of the military to determine applicability to secondary and post-secondary education.

MODEL FUNDED PROGRAMS

Nyssa, Oregon Community Services

An intriguing model is the Nyssa community services program for migrant families. In this small community in eastern Oregon, health, education and labor agencies have cooperated to provide a comprehensive service package to rural farm workers. The program demonstrates that linkage is possible. However, the process must be set in motion in the larger arena. Agencies must agree on common goals.

The definition of bilinguality and career development must be explored. A limited-English or non-English speaking person cannot set the structure in motion. The structure must yield and respond to the individual.[54]

Strength of program: Interagency linkage.

Bangor, Maine Human Services
Training Consortium

A cooperative endeavor of universities and community colleges to provide academic course work and field experience for French-speaking bilingual adults is demonstrated through this program. The program assists in skill development and provides credentialing to allow the participants to move readily into entry-level jobs in human services occupations, particularly gerontology.

This program builds from the realities of life experiences and language base of the older students in establishing course offerings (ESL, for example). This is a facet of career development which occurs too infrequently.[55]

Strength of program: Training of adult members of the community to serve within the community.

New York City Bilingual Vocational
Program to Train Chinese Chefs

This urban-based program utilizes ESL, culinary skill training plus field experience with cooperating restaurants to prepare one hundred trainees over a twenty-four-week period. The goals of the program are clearly defined and the evaluation criteria are described as efficiency in culinary skills, quality of culinary product, outreach to cooperating community and results in placement of trainees.

The evaluation process is stronger than in many vocational education programs. The program design incorporates the criteria and projected outcomes in a clear and concise manner; an excellent prototype for similar programs.[56]

Strength of program: Linkage to the community and the evaluation process.

Pine Ridge Post, South Dakota
Secondary Bilingual Vocational
Education Program

Limited- and non-English-speaking individuals are selected to learn the construction trade. Skilled Indian persons serve as instructors in training participants in tool usage, the preparation of concrete, framing, electrical and finish carpentry. The work experience is the construction of the tribal headquarters and a new school.

The Pine Ridge Program uses Indian role models and a practicum with a high level of identification with the final product. The concept of selecting participants from within the community, in this case the Indian community, and providing the training to become effective contributors to the community is excellent.

Training programs often utilize unskilled or semi-skilled labor to complete a project of value to the community without attention given to the outcome of the individual participants. The Pine Ridge program for vocational training serves both the participant and the community.[57]

Strength of program: Work experiences which benefit the individual and serve the community.

Yakima, Washington School District
Migrant Opportunity Center

The Washington state Vocational Education Program excludes data on the migrant student population. The state plan does not provide for service to migrant students. Yet a functional model program funded by Title I, Migrant Education exists. The MOC program utilizes career exploration (bilingual), career counseling (bilingual), work experience (English), ESL instruction and tutorial assistance to pull previous dropouts back into high school programs.

The migrant teenager is commonly working instead of attending school. The program utilizes the lure of regular income through work experience and the attractiveness of a General Education Diploma or high school diploma to attract and hold students. This program offers an interesting model of language utilization and design to meet the specific needs of the bilingual client. Some sixty students are enrolled.[58]

Strength of program: Full range of services and use of language in the educational process.

CONCLUSIONS

The following conclusions are drawn from this review of research. Underlying all of them is the reality that no career and vocational development programs have been reviewed which utilize language, social maturity and continuity over the age spans of children,

youth and adults. All the conclusions, in fact, are elements of that total package which must yet be developed.

1. Language is a critical factor in planning specific career education programs for limited- and non-English-speaking persons. *Awareness* and *exploration* must be presented in a vernacular readily assimilated by the younger child. The use of native language, plus introduction of English at an appropriate time, is most important.

   For youths and adults, the press of world-of-work requirements creates a need for an early and systematic presentation of English as it relates to pre-vocational skill development.

2. Children of bilingual families, where two languages are critical for survival, will demonstrate distinctive, generally more adult, social maturity characteristics. These factors place a requirement on the schools to utilize a practical and experimental vehicle for learning basic skills. Career education is the logical approach for socially mature students regardless of language.

3. The school system loses its "holding power" on bilingual children during the seventh through ninth grades when the child is physically able to satisfy unskilled requirements of the world of work. It is at this level that career *exploration* should be introduced.

4. Career-related materials in bilingual format are virtually nonexistent. Pre-vocational and vocational skill development materials are available. Career *awareness* and *exploration* materials have not been developed. Limited criteria have been identified in this area.

5. State and local planning of career and vocational education, bilingual education, and migrant education have not been coordinated. The clients for many of these programs have the same characteristics, particularly if they come from families not properly identified as handicapped.

6. Interagency linkage has not occurred in support of the bilingual person. Labor, education, and other public agencies lack a systematic approach for jointly identifying and serving the bilingual individual.

7. Definitions of bilinguality have not been developed uniformly by the various agencies serving the limited- and non-English-speaking person.

8. The concept of career development has not been fully explored as it relates to the bilingual individual.

RECOMMENDATIONS

The review of research suggests the following recommendations for further development of career education support of bilingual families:

> *It is recommended that bilingual career "awareness" materials, grades K-6 and bilingual career "exploration" materials, grades K-7, be developed concurrently in terms of*
>
> - *career education concept development,*
> - *languages appropriate for student and/or parents,*
> - *the environment of the bilingual family.*

The bilingual family and its children, whether or not they are disadvantaged, require support that reinforces complete communication within the family setting. Because the bilingual family frequently is isolated from the larger, monolingual English-speaking community, it is necessary to link awareness and exploration directly in order to give the family an opportunity to make decisions regarding their courses of action.

> *It is recommended that the social maturity of a child from a bilingual family be determined before the child is encouraged to explore the world of work.*

The child of a bilingual family frequently has experienced the pressures of the adult social world, including the world of work, long before the child of a monolingual English-speaking family. Concepts of love, sharing, work scheduling, programming, nurturing, and belonging are frequently more developed in the child of a bilingual family, particularly if the family is disadvantaged. The hard decisions of the adult world are required of the "bilingual" child at a fairly early age.

It is recommended that the "holding" ability of the schools serving bilingual students be determined before career education programs are introduced or infused into regular school programs.

There is a wide variety of patterns of school dropout of children of bilingual families. Skill development programs in high schools are of limited community value if a disproportionate number of children are dropping out at the junior high school levels. This pattern of investment is observable in many areas, particularly in the Western United States where the preponderant bilingual families are Spanish-speaking farm migrants.

It is recommended that bilingual career education programs be developed with the needs of both students and their parents in mind.

Since children may be learning career concepts with materials in either language, it is important that they be able to discuss career options with their parents. Conversely, it is important that parents perceive the nature of student learning, and in the same manner, parents can learn while their children are learning.

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